DOCUMENT RESUME

ED 330 263 HE 024 350

| | |
|---|---|
| TITLE | Minority Recruitment Admissions & Retention in Postsecondary Education. |
| INSTITUTION | Office for Civil Rights (ED), Washington, DC. |
| PUB DATE | Dec 88 |
| NOTE | 15p. |
| PUB TYPE | Guides - Non-Classroom Use (055) -- Reference Materials - General (130) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | *Affirmative Action; *Civil Rights Legislation; *College Admission; Federal Legislation; *Federal Regulation; Higher Education; Minority Groups; Postsecondary Education; Racial Balance; School Desegregation; *School Holding Power; *Student Recruitment |
| IDENTIFIERS | *Civil Rights Act 1964 Title VI |

ABSTRACT

This pamphlet summarizes the legal requirements of Title VI of the Civil Rights Act of 1964 as they pertain to minority recruitment and admissions at colleges and universities which receive Federal assistance. It describes steps taken by some of these institutions to enhance the recruitment, admissions, and retention of minority students. Among the 54 practices listed are the following: (1) using minority employees, students, faculty, and alumni as recruiters or members of recruiting teams; (2) developing cooperative arrangements with minority churches, community groups, professional organizations, etc., to cosponsor recruitment programs; (3) ensuring minority representation on admissions committees; (4) making financial aid information available in other languages as well as English; (5) conducting workshops in faculty-minority student relations; and (6) conducting exit interviews with minority students to identify problem areas. The pamphlet also provides a list of the U.S. Department of Education, Office for Civil Rights regional offices throughout the country. (GLR)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

# MINORITY RECRUITMENT, ADMISSIONS, AND RETENTION IN POSTSECONDARY EDUCATION

U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202-1328

## INTRODUCTION

The Office for Civil Rights (OCR), of the U.S. Department of Education, has prepared this pamphlet primarily as a resource for the more than 3,000 colleges and universities that have programs or activities that receive Federal financial assistance and are subject, therefore, to the requirements of Title VI of the Civil Rights Act of 1964. The information in the pamphlet may also be of benefit to minority students who are considering a college education or who currently are attending a college or university.

Title VI prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance, and directs each Federal department or agency providing such assistance to issue regulations implementing the statute. The Education Department's regulation, at 34 C.F.R. Part 100, implements Title VI with respect to federally-assisted education programs and activities. OCR enforces Title VI and other civil rights laws for which the Department is responsible. OCR maintains a headquarters office in Washington, D.C., and regional offices in ten major cities across the country. For additional information, the OCR regional office that serves your state or territory should be contacted. The addresses and telephone numbers of the regional civil rights offices are listed at the back of this pamphlet.

This pamphlet summarizes the requirements of Title VI as they pertain to minority recruitment and admissions at colleges and universities, and describes steps taken by some of these institutions to enhance the recruitment, admissions, and retention of minority students. Some institutions have taken these steps in response to compliance activities by OCR; others have acted on their own initiative. Of course, depending on the circumstances of a particular institution, certain steps will be more appropriate and more likely to succeed than others.

All of these actions, regardless of the reason for their implementation, are steps toward the same goal--ensuring that access to higher education does not depend on an individual's race, color, or national origin.

## THE LEGAL REQUIREMENTS

Title VI of the Civil Rights Act of 1964 states that:

> No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The Department of Education's regulation implementing Title VI contains this same general prohibition. The regulation also prohibits different standards, based on race, color, or national origin, in determining admission or eligibility for any service, financial aid, or other benefit. This prohibition applies to actions undertaken directly by a recipient or through a contractual or other arrangement made by a recipient. Thus, a college or university that receives or benefits from Federal financial assistance may not discriminate against applicants for admission on the basis of their race, color, or national origin.

The regulation contains specific prohibitions against other discriminatory practices that are based on race, color, or national origin. Prohibited practices include denying, or providing in a different manner, any service, financial aid, or other benefit.

Recipients are also prohibited from subjecting beneficiaries or potential beneficiaries to segregation in the provision of services, or restricting an individual in the enjoyment of any privilege shared by others.

The regulation permits the voluntary adoption of programs by recipients to allow them to overcome conditions that limit participation by persons of a particular race, color, or national origin:

> For example, where a university is not adequately serving members of a particular racial or nationality group, it may establish special recruitment policies to make its program better known and more readily available to such group, and take other steps to provide that group with more adequate service. (34 C.F.R. §100.5(i))

## PRACTICES RELATED TO RECRUITMENT, ADMISSIONS, AND RETENTION OF MINORITIES AT POSTSECONDARY EDUCATION INSTITUTIONS

A number of postsecondary education institutions have taken steps to increase enrollment of minorities. Some institutions have committed to take certain steps pursuant to compliance agreements negotiated with the Office for Civil Rights to remedy identified discriminatory practices. Other institutions have acted on their own initiative and taken voluntary action as permitted under the Title VI regulation.

The following is a listing of some of the practices that have been implemented by postsecondary education institutions across the country. This listing has been compiled as a resource for those postsecondary education

institutions that may wish to take steps to increase their minority enrollment. It is organized under the general topics of recruitment, admissions, financial aid, and retention. The list is to serve as a source of ideas, which can be adapted to fit an institution's particular circumstances. It should not be viewed as a listing of practices that are required in order to comply with Title VI.

**RECRUITMENT**

- Conduct on-campus visitation days and/or visitation weekends for minority high school students and their parents to familiarize them with the institution, explain the application process, and provide information on the programs and services available.

- Make special mailings, from list obtained through the College Board Student Search Service, to all minority students who take the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT).

- Develop recruiting brochures and pamphlets tailored to the specific needs and concerns of minority students.

- Produce a film or video on the services and programs available to minority students, and distribute it to high schools with large minority enrollments.

- Use minority employees, students, faculty, and alumni as recruiters or members of recruiting teams.

- Develop cooperative arrangements with minority churches, community groups, professional organizations, fraternities, and sororities to cosponsor recruitment programs.

- "Adopt" high schools with substantial minority enrollment to develop an ongoing relationship providing academic support and encouragement for pursuing higher education.

- Develop an awareness program to acquaint minority elementary and secondary students with the benefits of, and the preparation required for, a college education. Goals of the program are to: (1) assist minority students in improving academic preparation so their chance of admittance at the university level will be increased; and (2) recognize minority students who are not usually identified for academic careers, assist them, elevate their expectations, and direct them toward university programs.

- Conduct workshops for guidance counselors of high schools and community colleges with substantial minority enrollments to improve their counseling skills, establish better working relationships, and provide the latest admissions and financial aid information.

- Increase recruiting contacts at high schools with substantial minority enrollment (e.g., career nights, college recruitment nights, information provided to high school guidance counselors).

- Use print and broadcast media that are oriented toward minority audiences.

- Provide information booths at shopping malls to disseminate recruitment materials, and admissions and financial aid information.

- Form a Minority Student Recruitment Committee comprised of minority professionals and community leaders to advise on recruitment efforts.

- Request high schools to provide information for the development of a computerized mailing list of all minority students in their junior year. The list is used to make periodic mailings of information on academic programs, extracurricular activities, services, social opportunities, and support organizations.

- Conduct "phone-a-thons" in an attempt to contact every minority high school junior and senior in their service area to provide basic information on higher education opportunities at their institutions.

- Establish an on-campus program for high aptitude minority students in their early years of secondary education (e.g., Summer Camp for Academic Development for high school freshmen and sophomores).

**ADMISSIONS**

- Ensure minority representation on admissions committees.

- Expand admissions criteria to include noncognitive items such as motivation, community service, and recommendation letters.

- Offer free SAT preparation courses for economically disadvantaged minority high school students.

- Arrange to defray the cost of taking the American College Testing Program (ACT) or SAT tests for students from low-income minority families.

- Provide a toll-free telephone number for admissions information.

## FINANCIAL AID

- Conduct "financial aid nights" at high schools with substantial minority enrollments, for students and their parents, to provide information on the types of financial aid available, and the criteria and application process for each type.

- Make financial aid information available in other languages as well as English.

- Develop cooperative programs with local companies to provide summer and part-time jobs for low-income minority students to assist in meeting their tuition costs.

- Provide a toll-free telephone number for financial aid information.

- Arrange for the airing of financial aid information programs over the local public television station.

- Provide need-based institutional aid to disadvantaged students.

## RETENTION

- Issue a strong policy statement supporting equal educational opportunity and sensitivity to the needs of minority students, and requiring that the policy be disseminated and discussed at faculty and staff meetings, new employee orientations, and freshman orientation.

- Institute a minority student orientation to distribute special information packets to all first-time entering minority students informing them of available services and upcoming sociocultural events.

- Implement an "early warning system" to track the progress of minority students and provide appropriate assistance when academic difficulties arise.

- Conduct workshops in faculty-minority student relations.

- Implement a minority freshman orientation class designed for students needing support through their freshman year.

- Implement a supplemental instruction program for those courses with high rates of failure and/or withdrawal (i.e., a tutor, assigned to each course, attends class, takes notes, reads the text material, and conducts weekly supplemental review sessions.) Thus, in addition to providing assistance with specific areas of content difficulty, the tutor serves as a model of how a student applies effective learning techniques.

- Develop a program designed to assist minority students in specific fields of study (e.g., engineering). Minority graduate students in the specific fields, provide counseling and advising to program students on issues related to sociocultural adjustment, time management, goal oriented study habits, and examination preparation.

- Facilitate the development of programs and activities to enhance the quality of extracurricular life for minority students and coordinate special social and cultural activities, (e.g., minority history observances; minority arts festivals; and lecture series featuring prominent minority speakers).

- Conduct required workshops for residence halls directors and assistants on racial and ethnic awareness and sensitivity.

- Conduct a workshop for freshmen to identify and resolve concerns of students who are, for the first time, living and associating with students of different races and national origins.

- Institute a Visiting Minority Scholars Program to provide positive role models for minority students.

- Conduct exit interviews with minority students to identify problem areas.

- Encourage the appointment of minorities to boards of governance.

- Establish a program that offers a number of academic and personal support services, including counseling, assistance with financial aid, information about low-cost housing, academic advisement, and tutoring.

- Organize a minority alumni and student weekend. Minority alumni are invited to return to campus to provide positive role models for, and encouragement to, minority students.

- Develop individualized programs for students needing remediation. The programs address both academic and non-academic deficiencies, and pair each student with a faculty member who meets with the student regularly.

- Institute an Office of Minority Student Affairs to monitor and assist the educational progress of minority students.
- Institute a peer tutoring system pairing minority freshmen and sophomores with upper class minority students.
- Establish learning skills laboratories for minority students to improve reading comprehension, note-taking, and examination preparation.
- Allow economically disadvantaged minority students to make up academic deficiencies during the summer on a reduced-tuition basis.
- Establish a transition program for high-risk minority students which includes an intensive academic summer school session and individualized counseling throughout the freshman year.
- Establish a special tutoring program for minority students providing easily obtainable, free tutoring services.
- Institute a Minority Lecture Series featuring prominent minorities addressing concerns/subjects of interest to minority students.
- Ensure minority representation in student government.
- Highlight minority students and their activities in campus newspapers/newsletters.
- Develop a mentor program which pairs minority students with faculty members or community leaders.
- Develop a system to monitor the overall retention program, gather data on student attrition, evaluate the effectiveness of each aspect of the retention program, and allow for adjustments, as needed.

The practices discussed above are not required under Title VI. The many colleges and universities that have implemented practices such as the above, have done so to ensure that their services are equally available to students of all races and ethnicities. They have been tailored to an individual institution's circumstances, resources, and student needs and, reportedly, have been successful ways to enhance the quality of opportunity in the educational programs offered.

**For additional information or technical assistance, the appropriate OCR regional office listed at the back of this pamphlet should be contacted.**

## U.S. DEPARTMENT OF EDUCATION
## OFFICE FOR CIVIL RIGHTS
## REGIONAL CIVIL RIGHTS OFFICES

### REGION I

Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island, Vermont

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region I
John W. McCormack Post Office and
Courthouse Building, Room 222
Boston, Massachusetts 02109-4557
(617) 223-9662 TDD (617) 223-9695

### REGION II

New Jersey, New York, Puerto Rico,
Virgin Islands

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region II
26 Federal Plaza, 33rd Floor, Room 33-130
New York, New York 10278-0082
(212) 264-4633 TDD (212) 264-9464

### REGION III

Delaware, District of Columbia, Maryland,
Pennsylvania, Virginia, West Virginia

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region III
3535 Market Street, Room 6300
Philadelphia, Pennsylvania 19104-3326
(215) 596-6772 TDD (215) 596-6794

**REGION IV**

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region IV
101 Marietta Tower - 27th Floor, Suite 2702
Mail To: P.O. Box 1705
Atlanta, Georgia 30301-1705
(404) 331-2954 TDD (404) 331-7816

**REGION V**

Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region V
401 South State Street - 7th Floor, Room 700C
Chicago, Illinois 60605-1202
(312) 886-3456 TDD (312) 353-2541

**REGION VI**

Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region VI
1200 Main Tower Building, Suite 2260
Dallas, Texas 75202-9998
(214) 767-3959 TDD (214) 767-3639

**REGION VII**

Iowa, Kansas, Missouri, Nebraska

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region VII
P.O. Box 901381
10220 N. Executive Hills Blvd., 8th Floor
Kansas City, Missouri 64190-1381
(816) 891-8026

**REGION VIII**

Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Region Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region VIII
1961 Stout Street, Room 342
Denver, Colorado 80294-3608
(303) 844-5695 TDD (303) 844-3417

**REGION IX**

Arizona, California, Hawaii, Nevada, Guam, Trust Territory of the Pacific Islands, American Samoa

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region IX
221 Main Street, 10th Floor, Suite 1020
San Francisco, California 94105-1925
(415) 227-8040 TDD (415) 227-8124

**REGION X**

Alaska, Idaho, Oregon, Washington

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region X
Mail Code 10-9010
915 Second Avenue, Room 3310
Seattle, Washington 98174-1099
(202) 442-1636 TDD (206) 442-4542

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-1328

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

U.S.MAIL

POSTAGE AND FEES PAID
U.S. DEPARTMENT
OF EDUCATION
ED 395

FIRST CLASS